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ABSTRACT

The guide provides information on 28 public foreign language examinations offered by 14 organizations in the United Kingdom. The information is intended for use in selecting examinations for certifying language skills for employment purposes. Each listing notes the language exams offered, the aims of the test, levels of difficulty, intended age range, available options for assessment of specialized language, the exam's vocational element, special exam features, evaluation method and scoring, registration details, fees, and links with other European countries. An introductory section explains the guide's organization, examination board affiliations, broad categories of examinations (pre-16, post-16, business, and professional), and additional general information about examination systems and features. The exam listings which follow are organized according to the agencies offering them. Appended materials include names and addresses of the examining boards and statistical tables on passing rates for each exam. (MSE)

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Vocational modern language qualifications: a quick reference guide

Stephen Hagen

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Vocational modern language qualifications:

a quick reference guide

Stephen Hagen

City Technology Colleges Trust
in association with
Centre for Information on Language Teaching and Research

Author's Note

In the compiling of this guide, every care has been taken to ensure that the details were correct at the time of going to print. Wherever possible, final drafts of each entry were sent to examination bodies and other interested parties for comment before publication in order to assure full and accurate representation of each examination in the Guide. The CTC Trust therefore regrets it cannot be held responsible for any inaccuracies that may have occurred during, or since this stage. We would welcome your comments and notification of any possible additions to the Guide in time for the next edition planned for 1993/4. Any other general comments on post-16 vocational languages examinations would also be very welcome. Please write to: The Curriculum Development Director for Modern Languages, CTC Trust Ltd., 15 Young Street, London W8 5EH.

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Glossary

The following abbreviations are used in this document:

AEB	Associated Examining Board
AS	Advanced Supplementary
BTEC	Business and Technology Education Council
CFS	Certificate of Further Studies
Chin	Chinese
CLAC	Commercial Language Assistant Certificate
Dan	Danish
Dut	Dutch
EEAC	European Executive Assistant Certificate
ELIC	Examinations in Languages for International Communication
F	French
FLAW	Foreign Languages At Work
FLIC	Foreign Languages for Industry and Commerce
G	German
GAML	Graded Assessment in Modern Languages
GCSE	General Certificate of Secondary Education
GCE	General Certificate of Education
Gk	Greek
G/NVQ	General/National Vocational Qualification
Guj	Gujurati
I	Italian
IoL	Institute of Linguists
IBO	International Baccalaureate Organisation
LCCI	London Chamber of Commerce and Industry Examinations Board
LDC	Languages Development Centre (S. Martin's College)
MEG	Midlands Examining Group
ML	Modern Language
NCVQ	National Council for Vocational Qualifications
NVQ	National Vocational Qualification
OCSEB	Oxford and Cambridge Schools Examination Board
Panj	Panjabi
PEI	Pitman Examinations Institute
Port	Portuguese
RSA	RSA Examinations Board
SCOTVEC	Scottish Vocational Education Council
SVQ	Scottish Vocational Qualification
SEG	Southern Examining Group
SEAC	School Examinations and Assessment Council
Sp	Spanish
TechBac	Technological Baccalaureate (City and Guilds)
ULEAC	University of London Examinations and Assessment Council
UODLE	University of Oxford Delegacy of Local Examinations

Introduction

The advent of a Single Europe and the globalisation of trade have led to a widespread upsurge of interest in language learning across Europe. This, in turn, has meant an increasing demand for the kind of foreign language qualifications which are seen as useful and practical for work and beneficial for career prospects. Traditional school-based examinations, such as GCE 'O' and 'A' Levels and certain GCSEs, are, rightly or wrongly, not perceived as relevant by industry, despite the greater emphasis placed on communicative competence in the assessment of today's GCSE, for example. So there has been a need to identify what alternatives exist that are relevant to industry and provide a recognised qualification.

The quick reference guide is not exhaustive but provides an outline of 28 of the public foreign language examination schemes that are currently on offer from 14 examination bodies in the UK. Each examination has its own separately numbered entry (1 to 28) and is listed under the name of the examination board. Each entry has sections on the languages offered, the aims of the exam, levels of difficulty, age range, available options, vocational element, special features of the exam, type of assessment, registration details, fees and links with Europe (if appropriate).

In those cases where qualifications have been submitted for approval under Section 5 of the 1988 Education Reform Act by the Secretary of State for Education in England and Wales and syllabuses approved by SEAC for use in schools until 31 July 1993, this has been listed either as 'SEAC Approved' (where the syllabus has also been scrutinised), or 'Endorsed' (where the examination title is listed for use) in the box 'Section 5'. A 'Section 5 listing' is not, however, necessary for examinations which are currently designed for use in the post-16 phase, such as Adult and Further Education or Higher Education. The Appendices at the end are intended to provide further useful information for follow-up: Appendix I gives the addresses and telephone numbers of the examination boards; Appendix II provides statistics on numbers of examination awards made in the past few years by several of the boards in the Guide, together with the totals for 'A' and 'AS' Level Modern Languages.

Examination board affiliations

Examination boards in Britain have been subject to frequent re-organisation in the last few years. At school level, the advent of GCSE brought most boards into regional consortia. AEB and the Oxford Delegacy, for example, work in affiliation with SEG, the Southern Examining Group, for some post-16 work and GCSEs. At 'A' level, boards have tended to retain a degree of independence, thus OCSEB is affiliated to the Midlands Examining Group (MEG) but continues to award its own 'A' levels.

In the vocational and training sector, the advent of a framework for accrediting prior learning and the common recognition by boards of each other's outcomes

will increasingly enable students to accumulate credits which go towards a range of different qualifications. BTEC and City and Guilds, for example, are beginning to address this issue by negotiating common recognition of the outcomes of the new City and Guilds Diploma of Vocational Education.

Although RSA, IoL, City and Guilds, LDC, BTEC and SCOTVEC are independent of each other, they will inevitably have to adhere to the same framework of foreign language competencies currently being worked out by the Languages Lead Body for NCVQ. This may well lead to alliances (and take-overs) between boards. City and Guilds, for example, has recently developed a closer association with Pitman Examinations Institute and it is likely that all the post-16 vocational examination bodies will start to form consortia in much the same way as has happened pre-16.

The Languages Development Centre (at S. Martin's College) may appear to be an unexpected newcomer to the scene, but this is not so. It was previously known as the 'Institute of European Education' ('IEE') and re-appeared under its new name in early 1992. Although it has no affiliations, it works in collaboration with the Open College of the North West. Of the other examination boards, only the LCCI and RSA are truly affiliated to their parent bodies; namely, the London Chamber of Commerce and Industry and the Royal Society for the Encouragement of Arts, Manufacturers and Commerce respectively, both of which are based in London.

Categories of examinations

There are examinations in the review to suit most types of learner. There are, for example, qualifications designed for young people wishing to prepare for the workplace, non-academic post-GCSE continuation courses, oral–aural diagnostic tests, diplomas, vocational 'A' Levels, office skills certificates and alternative qualifications to GCSE. In the latter case, some vocational qualifications are being introduced in schools and colleges instead of GCSEs, but are not yet approved as 'equivalent' to GCSE. Others are modular courses which can form part of a Group Diploma or Certificate in Business Studies, Administration or Technology. In terms of length of study, group diplomas and certificates such as BTEC may take two or three years of full-time study to acquire, or even longer part-time, while on the other hand there are oral-only tests that can be arranged at short notice with, or without, a preparatory course.

The type of assessment may also vary: some examinations are skill-oriented, focussing on one specific skill, e.g. word processing in another language; others adopt a multi-skills approach by testing the ability to perform a number of inter-related office skills in an integrated task requiring use of the foreign language.

In terms of the target client, it makes sense to divide the examinations into three broad categories (pre-16, post-16 and business and professional) and then sub-categorise them by type:

1. Pre-16 examinations

This category (identified under 'Age') could be offered to 14-16 year olds who are still at school and want to take a vocational language qualification instead of (or sometimes leading to) a GCSE. In these examinations, the focus is on communicative or work-related tasks, in preparation for employment; for example:

- SEG (GCSE) Business Studies Core with French Option (Ref: 2)
- City and Guilds Certificate (F, G, Sp, I) (Ref: 4)
- IoL Preliminary & General Certificate (Ref: 7)
- LCCI FLIC (Ref: 9)
- LDC Graded Test (Ref: 12)
- LDC ML Skills for Work (Ref: 13)
- SCOTVEC National Certificate (Ref: 26)
- ULEAC (GCSE) Graded Assessment in French, German and Spanish (GAML) (Ref: 27)

(NB Credits towards a TechBac (Ref: 6) may also be started in the pre-16 phase)

2. Post-16 examinations

These are aimed at students in post-compulsory full-time Further or Higher Education, who are studying a foreign language to beginner's or advanced level either as part of a broader 'group' qualification, such as the BTEC National Diploma (eg. one of five modules), or as a single subject.

(i) Group examinations

- BTEC Diploma/Certificate (Ref: 3)
- City and Guilds TechBac (Ref: 6)
- IBO International Baccalaureate (Ref: 8)
- PEI Group Certificate in Elementary Languages and Business (Ref: 16)
- SCOTVEC National Certificate (Ref: 26)

BTEC Certificates and Diplomas, the City and Guilds TechBac, the International Baccalaureate, the PEI Group Certificate and the SCOTVEC National Certificate are examples of group examinations where a language is one module, or part, of a broader qualification in a subject other than languages. The foreign language modules in the BTEC schemes, the TechBac and the SCOTVEC National Certificate are firmly set within a business, industrial, commercial, media, technological or administrative context.

There are, however, differences of focus between group qualifications: the International Baccalaureate is significantly less vocational in content and is recognised as equivalent to 'A' Level, while the PEI Group Certificate, for example, comprises language options set within the context of office skills and practice at elementary level.

(ii) 'Single subject' post-16 examinations

There is also a range of 'single' examinations which can be taken on their own. In most cases, they are usually taken as examinations in their own right, as school leaving certificates (e.g. 'A' level), or as minor options in the 'Extension' curriculum of the sixth form, or in part-time/evening classes at a college of FE.

Self-standing examinations include:

- AEB Certificate of Further Studies (Ref: 1)
- LCCI FLAW (Ref: 10)
- LDC ML Skills for Work (Ref: 13)
- OCSEB French/German/Spanish for Business Studies (Ref: 14)
- OCSEB GCE 'A' Level French for Professional Use (Ref: 15)
- RSA French for Catering Students (Ref: 24)
- RSA General Communicative Language Examinations (Ref: 23)
- UODLE GCE 'A' Level in Modern Languages (Ref: 28)

The best known single subject post-16 Modern Language examination is, of course, GCE Advanced Level ('A' Level). Whilst this is not generally considered to be 'vocational', two models have been listed in the Guide; the Oxford Delegacy (Ref: 28) and the Oxford and Cambridge 'French for Professional Use' (Ref:15). Both contain a strongly vocational orientation, the latter through its modular approach which incorporates business communications and office skills in French, and the former through its options system which includes topics such as industry, agriculture, science/technology, tourism and the environment. Some schools and colleges have, moreover, developed a post-16 common core modern language programme which combines an 'A' level course with BTEC, for example, thereby giving students maximum flexibility in selecting either a 'vocational' or 'academic' outcome to a common route.

Advanced Supplementary ('AS') examinations, introduced in 1987, which cover half the content of an 'A' level to the same depth, have not been included in the Guide at present, largely because they are not perceived as 'vocational' or training qualifications. However, it is quite conceivable that in future, a pass at 'AS' level may be accredited within the NCVQ framework of competencies and provide exemption from parts of more advanced vocational examinations, such as the BTEC Higher National Diploma.

In future years, all vocational examinations in Britain (and Europe generally) will be accredited through the National Council for Vocational Qualifications or SCOTVEC in Scotland (see, for example, the 'Training Standards' section on page 10). At present, however, only City and Guilds will consider accrediting the outcomes of other examinations towards the award of the Technological Baccalaureate (Ref: 6), though this process will undoubtedly expand not only within the UK, but also across Europe. Indeed, the City and Guilds 'LANGCRED' project, funded through the European Community, is designed

to achieve common recognition of assessment standards for languages across Europe.

3. 'Post-experience' business and professional examinations

The third category broadly caters for the people already working in business and industry, i.e. those perhaps studying a language in an evening class, or attending college on day-release, who want to take foreign language examinations which cater for a range of skills and a range of levels and business environments. In some cases candidates will already have developed a specialist business, or applied, knowledge of a language from work or professional life and are looking for an examination body to certificate this experience. There are substantial numbers of people in employment who are unable to attend a regular classroom-based course for many reasons (e.g. lack of time, lack of local provision), and whose options are limited to self-tuition and open learning, sometimes in the workplace but more usually at home. Such people also want 'walk-in, walk-out' examinations on demand.

This kind of flexibility is possible in a number of examinations which may, by arrangement, be taken on demand with, or sometimes without a prior course of instruction, though pre-registration for a course, if only a refresher, is generally recommended:

- IoL ELIC (Ref: 7)
- LCCI FLIC (Ref: 9) and Euroqualifications (Ref: 11)
- LDC M.L. Skills for Work (Ref: 13)
- PEI Group Certificate in Elementary Languages and Business (Ref: 16), French/German/Spanish (Ref: 17), French as a Foreign Language (Ref: 18) and Text Production Skills (Ref: 19)
- RSA Certificate in Business Language Competence (Ref: 22)

Range of languages on offer

The availability of examinations across a range of languages is of particular interest to trade and industry because of the comparatively small number of speakers of languages other than French produced in this country. On the one hand, all examination bodies normally offer French, but on the other, only six can provide an examination in virtually any language: the International Baccalaureate (Ref: 8), the LCCI's FLIC (Ref: 9) and FLAW (Ref: 10), the PEI's Group Certificate in Elementary Languages and Business (Ref: 16), SCOTVEC's National Certificate (Ref: 26) and LDC ML Skills for Work (Ref: 13).

BTEC (Ref: 3) offers examinations in 11 languages including Chinese, Arabic, Japanese and Russian, and the major European languages. The Institute of Linguists (Ref: 7) will be reviewing its provision of languages after 1993, and for that year is offering a reduced number of languages, of which two (Japanese and Russian) will only be available at the lower levels. LDC Graded Tests (Ref: 12) are now possible in 13 languages.

Certain examinations tend to focus only on provision in the four main European languages (French, German, Spanish and Italian): the three City and Guilds exams (TechBac, Ref: 6; Certificate (F,G,I,Sp), Ref: 4; Vocational Course, Ref: 5) and the RSA's Certificate in Business Language Competence (Ref: 22) and General Communicative Language Exams (Ref: 23).

As the name implies, the LCCI's 'Euroqualifications' are specifically intended to be examinations accredited across Europe, although at present they cover only French, German, Spanish and English as a Foreign Language. The 'Big Three Euro-languages' (French, German and Spanish) are also available with Business Studies from the OCSEB (see Ref: 14), with keyboarding skills from the PEI (Ref: 19), or as GCSEs in ULEAC's Graded Assessment Scheme (Ref: 27).

Relevance to business

The sections on 'Vocational Element' and 'Options' in the Guide indicate whether, and to what extent, the examination syllabus is designed to reflect the demands of the workplace. A number of the single, self-standing language examinations are contextualised either within a business-related field or a specific industrial sector; for example:

- SEG GCSE Business Studies Core and Options (Ref: 2)
- City and Guilds Vocational Course (in selected industrial/commercial sectors) (Ref: 5)
- LCCI Diploma in European Business Administration (see 'Euroqualifications', Ref: 11)
- LDC ML Skills for Work (dealing with foreign visitors in work contexts) (Ref: 13)
- RSA French for Catering Students (Ref: 24)
- RSA Certificate in Business Language Competence (units based on particular industries) (Ref: 22)

Alternatively, the group examinations can reflect a particular career application such as travel and tourism, or an industrial sector like engineering, in which case the language module is expected to have the same focus; for example

- BTEC Diploma/Certificate (e.g. with industry, commerce, public administration, leisure and travel industries) (Ref: 3)
- City and Guilds TechBac (available for each of the 11 NVQ sectors) (Ref: 6)
- SCOTVEC National Certificate (within a chosen industrial/commercial context) (Ref: 26)

The Oxford and Cambridge 'A' Level (Ref: 15) has modules geared towards working in an office environment while the Oxford Delegacy 'A' Level (Ref: 28) allows students to study either business-related or social science topics from a range of 13, including media, tourism, science and technology or to propose their own self-devised options.

Practical and skill-based examinations

Generally, in the group examinations there is a preference for an integrated skills approach, where marks are awarded for the completion of a set task or assignment. By contrast, the focus in several of the single, self-standing examinations is on testing skills in the language which may be discretely assessed, even though they may be presented to the candidate as parts of an integrated task. The skills-based approach can range from testing discrete office skills (e.g. word-processing speed or telephone skills) to assessing 'core skills' like report writing, problem-solving, or use of information technology; for example,

- IoL ELIC focus on transferable, core skills, useful for an employment context (Ref: 7)
- LCCI Euroqualifications may include shorthand and word-processing applications such as keyboarding (Ref: 11)
- LCCI FLIC (Ref: 9) and FLAW (Ref: 10) are set in a practical or business context, which can be self-devised in FLAW
- OCSEB examinations include telephone skills, report-writing and conference skills (Refs: 14, 15)
- PEI examinations include word-processing, office practice, keyboarding and spreadsheet work (Refs: 16-18)
- RSA examinations include word-processing, typewriting, telephoning and report writing (Refs: 20-25)
- City and Guilds Certificates in F,G,I and Sp provide for the four skill areas to be certificated separately: reading, writing, listening, speaking (Ref: 4)
- LDC ML Skills for work (linguistic, social and personal skills for dealing with visitors, Ref: 13)

Validation and accreditation

1. School use

The Education Reform Act 1988 includes statutory provisions to determine the qualifications and associated syllabuses that should be available to pupils of compulsory school age. The head of every LEA and GM school is prohibited by Section 5 of the Act from providing a course of study leading to a qualification which is not listed in Section 5. Two categories of approval exist:

1. *Approval of qualifications* – the responsibility for which is vested in the Secretary of State on the basis of advice from SEAC;
2. *Detailed approval of syllabuses and syllabus criteria* – where SEAC has the responsibility to approve GCSE syllabuses in French, German, Italian, Russian and Spanish against published criteria.

The two lists have been published by DES in Circular 1/91 (6.3.91), designated 'GCSE' and 'non-GCSE'. 'A' and 'AS' level qualifications, endorsed by SEAC under non-statutory procedures, are also included with approval in paragraph 9 of the circular. In this guide, the following examples have been 'SEAC Approved':

- SEG GCSE Business Studies Core with French (Ref: 2)

- OCSEB GCE 'A' Level French for Professional Use (Ref: 15)
- ULEAC GCSE Graded Assessment (F, G and Sp) (Ref: 27)
- UODLE GCE 'A' Level Modern Languages (Ref: 28)

Examples of the 'Endorsed' category (listed under Part 2 'non-GCSE' of Section 5 for use in schools until 1993) outlined in this guide include:

Pre-16

- City and Guilds Certificate (F,G,I, Sp) (Ref: 4)
- IoL Preliminary and General Certificate (Ref: 7)
- LCCI FLIC (Ref: 9)
- LDC Graded Proficiency Tests (Ref: 12)
- SCOTVEC National Certificate (Ref: 26)
- ULEAC Graded Assessment in Urdu (Ref: 27)

Post-16/Adult Education

- IoL ELIC (Ref: 7)
- IBO International Baccalaureate (Ref: 8)
- LCCI FLIC (Ref: 9) and FLAW (Ref: 10)
- LDC ML Skills for Work (Ref: 13)
- OCSEB (F, G, Sp) for Business Studies (Ref: 14)
- PEI Group Certificate in French Office Skills, Languages and Business (Ref: 16)
- PEI Certificate in F, G, Sp (Ref: 17) and French as a Foreign Language (Ref: 18)
- PEI Text Production Skills (Ref: 19)
- RSA Certificate in Business Language Competence (Ref: 22)
- RSA Languages for Commercial Purposes (Ref: 25) (to be withdrawn after 1993)

2. Training Standards and National Vocational Qualifications (and Scottish Vocational Qualifications)

The range of standards and levels offered by vocational modern language qualifications in Britain is currently unco-ordinated. Within the next two years it will be rationalised through the offices of the National Council for Vocational Qualifications (NCVQ) and the Scottish Council for Vocational Qualifications on the advice of the Languages Lead Body. Both councils are proposing an assessment-led framework of training standards for each of the major 11 sectors of industry, based on broad generic competency-based descriptions for all training at five levels:

Level I: competence in the performance of work activities which are in the main routine and predictable or provide a broad foundation as a basis for progression;

Level II: competence in a broader and more demanding range of work activities involving greater individual responsibility and autonomy than in Level I;

Level III: competence in skilled areas that involve performance of a broad range of work activities, including many that are complex and non-routine. In some areas, supervisory competence may be a requirement at this level;

Level IV: competence in the performance of complex, technical, specialised and professional work activities, involving design planning and problem-solving, with a significant degree of personal accountability. In many areas competence in supervision or management will be a requirement at this level;

Level V: competence which involves the application of a significant range of fundamental principles and complex techniques across a wide, and often unpredictable, variety of contexts. Personal accountability and autonomy feature strongly and responsibility for the work of others and for the allocation of substantial resources are often significant.

Eventually, all post-16 vocational language qualifications will be accredited by the NCVQ or SCOTVEC and will carry the 'NVQ'/'SVQ' label of quality control. Where the same levels of competence are applied to course-based examinations in an educational environment (schools and colleges) rather than training-based exams in the workplace, they are expected to be referred to as 'General Vocational Qualifications', or 'GVQs' (sometimes also referred to as 'GNVQs' or 'General National Vocational Qualifications'). Scottish Vocational Qualifications are also being devised by SCOTVEC specifically for Scotland.

A number of modern language examination bodies have pre-empted the report of the Languages Lead Body and evaluated the levels of their own examination as follows:

G/NVQ Level I:	'Survival'; Beginners level
G/NVQ Level II:	'Threshold'; (roughly GCSE equivalent)
G/NVQ Level III:	'Lower'; (roughly 'A' Level equivalent)
G/NVQ Level IV:	'Intermediate'; (roughly HND/BA/BSc equivalent)
G/NVQ Level V:	'Advanced'; post-graduate/post experience with specialist knowledge

The bands proposed are so broad, however, that they can cover progression in the language over 3 to 4 years of study. Consequently, since a definitive set of standards has not yet been produced, the attachment of a G/NVQ equivalence to an exam in this guide is only advisory.

Nonetheless, several examination bodies have attached their own interpretation of G/NVQ equivalence for their qualifications set out in the table below:

G/NVQ I	G/NVQ II	G/NVQ III	G/NVQ IV	G/NVQ V
	BTEC	BTEC	BTEC	
	TechBac	TechBac		
IoL Certificate	IoL Certificate	IoL Certificate	IoL Diploma	IoL Diploma
FLIC	FLIC	FLIC	FLIC	
	FLAW	FLAW		
LDC	LDC			

Assessment

The main categories of assessment are as follows:

1. Oral interview only

- LCCI FLIC (Ref: 9)
- LDC Graded Proficiency Tests (interview and reading) (Ref: 12)

2. Continuous assessment and assignment-based course work only

- City and Guilds Certificates (Ref: 4), Vocational Course (Ref: 5) and TechBac (Ref: 6)
- LCCI FLAW (Ref: 10) and Euroqualifications (Ref: 11)
- LDC Graded Proficiency Tests (Ref: 12) and Skills for Work (Ref: 13)
- SCOTVEC National Certificate (Ref: 26)
- ULEAC GAML (Ref: 27)

3. Continuous assessment with a formal examination

- AEB Certificate of Further Studies (Ref: 1)
- SEG Business Studies Core with French GCSE (Ref: 2)
- BTEC Diploma/Certificate (Ref: 3)
- IoL ELIC (Ref: 7)
- IBO International Baccalaureate (Ref: 8)
- OCSEB French/German/Spanish for Business Studies (coursework optional) (Ref: 14)
- LCCI Diploma in European Business Administration (Euroqualifications) (Ref: 11)
- PEI Group Certificate in Elementary Languages and Business (Ref: 16)
- UODLE GCE 'A' Level Modern Languages (continuous assessment optional) (Ref: 28)

4. Formal examination only

- OCSEB French/German/Spanish for Business Studies (Ref: 14) and GCE 'A' Level French for Professional Use (Ref: 15)
- PEI French/German/Spanish (Ref: 17), French as a Foreign Language (Ref: 18) and Text Production Skills (Ref: 19)
- RSA Word Processing (Pilot) (Ref: 20), Typewriting (Pilot) (Ref: 21), Certificate in Business Language Competence (Ref: 22), General Communicative Language Exams (Ref: 23), French for Catering Students (Ref: 24) and Languages for Commercial Purposes (Ref: 25)
- UODLE GCE A level Modern Language (continuous assessment optional) (Ref:28)

The future

Fewer than 10% of students in the 16-19 age group have continued to study a language beyond the age of 16. Previously, many students dropped the language because of poor teaching methodology, which stressed the importance of grammatical correctness over verbal communication. Others saw no reason for learning another language if there was little or no contact with the people who spoke that language in the working environment. Now at last there is beginning to be a change in attitude; languages are increasingly important for the workplace and for travel. The advent of the Single European market has concentrated more attention on the individual's entitlement to mobility across Europe and the linguistic and cultural barriers which could limit that opportunity.

This guide provides information on the wealth of examination and course options which now exist for learners of all ages who are keen to study a language for its practical benefits, whether this is at the level of learning a specific skill, like telephoning, or taking an advanced diploma in business studies with an applied language component. Hopefully, after studying this guide, no language learner will be unable to identify the kind of examination that meets his or her specific needs and circumstances.

	AEB	SEG
Exam	**1. Certificate of Further Studies (CFS)**	**2. Business Studies Core and Options GCSE**
Section 5	-	SEAC Approved
Languages	French For Business German For Business	French
Aims	The syllabus is designed to help young people who already have some language knowledge to develop practical skills needed in the business world.	To enable GCSE students to develop a knowledge of French within a business context.
Levels	No graded levels within CFS. >60% is equivalent to Grade C GCSE.	Same as for other GCSEs.
Age	The course is for 16+ and access students.	14-16 (and over)
Options	-	French is one of six options within this course and counts for 20% of the overall marks.
Vocational element	Business language and business oriented tasks.	French is studied within a Business Studies course.
Special features of the exam	-	Although French is a possible option, if chosen it is not credited on the certificate.
Assessment	The course is continuously assessed with a centrally assessed component in the form of an exam in June.	As for GCSE
Flexibility of the exam	The continuous assessment is flexible, but the timing of the sit-down exam is not.	As for GCSE
Time from registration to exam	One year	As for GCSE
Fees	£10 for 1992	As for GCSE
Links with Europe	-	-

BUSINESS AND TECHNOLOGY EDUCATION COUNCIL

Exam	3. BTEC Diplomas or Certificates (or Certificates of Achievement)
Section 5	-
Languages	French, German, Italian, Spanish, Portuguese, Arabic, Japanese, Chinese, Russian, Urdu, Welsh.
Aims	To offer a broad education and greater employability for students.
Levels	Three main levels of qualification: First, National and Higher National, each composed of modules. Language modules can be studied as part of a programme, or separately. First and National qualifications can be taken at Beginners and Non-Beginners levels. The Higher National qualification can be taken at Beginners, Non-Beginners and Advanced levels. NVQ equivalences: First NVQ level 2 (Threshold) National NVQ level 3 (Lower) Higher National NVQ level 4 (Intermediate)
Age	16+
Options	For each full qualification there is a core plus options, and languages are included among these options.
Vocational element	Modules are set firmly within the context of vocational education for business. This includes industry, commerce, public administration, leisure and travel.
Special features of exam	Modules can be tailor-made, are assignment-based, and are flexible over time and between institutions.
Assessment	'Modules' specify the student's knowledge, understanding, competencies and skills which are to be developed and assessed, and the learning activities and assessment strategies which are to be used to achieve this. Modules are assigned to a level. Each level has a particular number of units needed for an award. Assessment of modules is in the form of Pass, Merit and Distinction. There is no overall grading for each qualification. Assessment of modules is focussed on the successful completion of operational tasks.
Flexibility of exam	There may be a formal examination.
Time from registration to exam	Varies according to speed of completion of modules, as well as the number undertaken.
Fees	Individual student registration fees for complete qualifications vary from £42.00 to £58.00. For individual modules the registration fee is £10.00 per module.
Links with Europe	Most colleges offering BTEC programmes are now developing links with Europe.

CITY AND GUILDS OF LONDON INSTITUTE

Exam	4. Certificate	5. Vocational course
Section 5	Endorsed	-
Languages	French, German, Italian, Spanish	French, German, Italian, Spanish
Aims	To enable students to develop the ability to use language effectively for purposes of practical communication.	To enable students to develop the ability to use language effectively for purposes of practical communication.
Levels	GCSE alternative with Basic and Higher levels. No NVQ equivalence.	7 units for Level 1 (no writing) 18 units for Level 2 1 Unit gains a record of achievement
Options	-	Units are chosen from four areas: listening, reading, speaking and writing.
Age	14-16 (and over)	Post-16
Vocational element	Oriented towards practical communication.	Units can be chosen from practical areas that include Business Administration, Construction, Electronics and Telecommunications, Engineering, Hairdressing, Hotel and Catering, Media Studies, Refrigeration, Retail and Tourism.
Special features of exam	No formal exam. Scheme allows for credit accumulation. Programmes can be tailored to suit the needs of the individual student.	Highly vocational. There are many units to choose from and many practical subject areas.
Assessment	Assessment takes place through centre-devised course work, and through assignments set by City and Guilds. City and Guilds appoints assessors who confirm standards and ensure criteria are met.	Units are assessed by means of assignments. Centres devise their own assignments to suit the needs of candidates. Assignments must be agreed with the Visiting Assessor prior to assessment taking place.
Flexibility of exam	There is no formal exam.	There is no formal exam.
Time from registration to exam	Assessment can be carried out at any time.	Length of course varies with numbers of units to be completed.
Fees	£14.00 per candidate over a nine month period.	£14.00 per candidate over a nine month period.
Links with Europe	-	-

CITY AND GUILDS OF LONDON INSTITUTE

Exam	6. Technological Baccalaureate ('TechBac')
Section 5	-
Languages	French, German, Spanish, Italian. Open to negotiation for other European languages. Languages are studied in Section B as a Common Core (B7: Communication skills in one other modern language).
Aims	To offer flexibility and scope within post-16 education. To bring together academic and vocational under a single framework which has a European dimension, and which gears students towards higher education.
Levels	TechBac (G/NVQ 2) TechBac With Credit (G/NVQ 3) TechBac With Distinction (3 'A' Level equivalent)
Age	Post-16
Options	Choice of vocational areas for language study. Scheme is unit-based.
Vocational element	Candidates may choose from the eleven NVQ areas: Tending animals, plants and land; Extracting and providing natural resources; Constructing; Engineering; Manufacturing; Transporting; Providing goods and services; Providing health, social care and protective services; Providing business services; Communication and entertaining; Developing and extending knowledge and skill.
Special features of exam	The scheme is very flexible between centres, and within centres course units are not necessarily teacher-centred and teacher-led.
Assessment	City and Guilds acts as both an assessing body and an awarding and validating body. For centres which incorporate formal examinations set by other examination boards City and Guilds will award TechBac certificates according to the candidates' success in these exams. For centres which choose a continuous assessment route, City and Guilds will train and appoint a Verifying Assessor who will advise on and approve internally devised assessment schemes. The scheme is task-based and assessment is of a number of projects.
Flexibility of exam	Where exams are taken, they are set by external bodies and are subject to their policy on flexibility.
Time from registration to exam	Where appropriate, this will depend on external examination bodies.
Fees	These are under discussion. There is likely to be a registration fee for each candidate and a fee for each time a candidate's record of achievement is updated.
Links with Europe	-

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INSTITUTE OF LINGUISTS

Exam	7. Examinations in Languages for International Communication
Section 5	Endorsed
Languages	1992: Chinese, Danish, Dutch, English, French, German, Greek, Italian, Japanese, Portuguese, Russian, Spanish, Italian 1993: ONLY French, German, Italian, Spanish (all levels). Japanese, Russian (Preliminary Cert. General Cert. only). Post-1993 under review
Aims	ELIC tests proficiency at understanding and using a language in context.
Levels	ELIC — G/NVQ lang. levels Diploma — 5 (Advanced) Intermediate Diploma — 4 (Intermediate) Advanced Certificate — 3 (Lower) General Certificate — 2 (Threshold) Preliminary Certificate — 1 (Survival)
Age	Preliminary Certificate and General Certificate can be used for pre-16, depending on ability.
Options	There are modules for the Advanced Certificate (A-E), and the Diploma (I-V). Three out of five modules must be passed at Advanced and Diploma over a maximum period of five years.
Vocational element	The content of tests varies between levels, but includes following instructions, interviewing, understanding reports and leaflets, researching, translating, interpreting, using interpersonal skills and giving presentations.
Special features of exam	ELIC has a modular format, and modules can be taken as required within a period of five years. The system allows for progression through the various levels. Tests use authentic material and reflect ways in which languages are used in the real world.
Assessment	Task fulfilment is the criterion for success and is monitored through carefully prepared check lists to ensure objectivity and standardisation. Letters of credit are available for those who do not qualify for full certification.
Flexibility of exam	ELIC is sat nationwide at the same time.
Time from registration to exam	Six months
Fees	Preliminary Certificate — £37.50 General Certificate — £38.50 Advanced Certificate — £37.50 per module Intermediate Diploma — £48.00 Diploma — £45.00 per module
Links with Europe	There are overseas centres.

INTERNATIONAL BACCALAUREATE ORGANISATION

Exam	8. International Baccalaureate
Section 5	Endorsed
Languages	English, French, Spanish, German, Italian, Russian, Danish, Norwegian, Swedish, Dutch, Arabic, Hebrew, Turkish, Urdu, Polish, Finnish, Serbo-Croat, Chinese, Indonesian, Malay, Portuguese, Hindi, Modern Greek, Japanese, Afrikaans, Welsh, Swahili, Slovene, Siswati. Others are offered if requested or appropriate.
Aims	To develop the students' power of expression in a second language. To provide them with an efficient tool for the study of other subjects. To bring them into contact with ways of thought which differ from their own.
Levels	'A' Level equivalent
Age	Age range 16-18
Options	Each subject can be taken at Higher or Subsidiary level as part of a six-subject group Diploma
Vocational element	None
Special features of exam	The exam forms an integral part of an examination package which is internationally recognised and respected.
Assessment	The assessment is criterion-referenced. Internal assessment counts for 15%, external assessment counts for 85%. Internal assessment is continuous assessment. 50% oral; 50% written. External assessment consists of an oral examination (25% Higher (first) Language; 35% for the subsidiary), a written linguistic test (20%) and written textual questions (40% Higher Language; 30% Subsidiary Language).
Flexibility of exam	Continuous assessment is flexible; the formal examinations are not.
Time from registration to exam	Seven months
Fees	Language only £56.00 Full 6-subject Diploma £242.00
Links with Europe	None as yet.

LONDON CHAMBER OF COMMERCE AND INDUSTRY

Exam	9. Foreign languages for Industry and Commerce (FLIC)	10. Foreign Languages at Work (FLAW)
Section 5	Endorsed	Endorsed
Languages	All four levels: French, German, Spanish, Italian, Panjabi, Urdu. At three levels (no Threshold): Portuguese, Catalan, Welsh, Greek, Turkish, Malay, Arabic, Vietnamese, Japanese, Chinese, Bengali, Gujerati, Hindi, Polish, Serbo-Croat, Russian, Czech, Dutch, Norwegian, Danish, Swedish.	Any language may be submitted by an institution as a course proposal, including English as a foreign language.
Aims	To help firms to assess the linguistic skills of individuals at levels which are meaningful in terms of practical use.	To encourage students to apply their linguistic knowledge, and develop practical skills by putting foreign languages to work.
Levels	FLIC Exam — NVQ level Advanced — 4 (Intmed.) Intermediate — 3 (Lower) Threshold — 2 (Thres.) Preliminary — 1 (Surv.)	FLAW — NVQ level 5 — 3(Lower) 4 3 — 2(Thres.) 2
Age	From 12-up (more post-16)	Post-GCSE or post-16
Options	Choice of topics for conversation.	Choice of seventeen. Writing is optional.
Vocational element	Tests are "designed by industry for industry".	Task-based course.
Special features of exam	A purely oral exam assessing all areas of skill in the practical use of language.	The scheme is very flexible.
Assessment	External exam of structured one-to-one interviews. Task-based. Assessment of vocabulary, comprehension, fluency, grammar and pronunciation.	Internally assessed courses designed by centres within parameters laid down by LCCI and subject to scrutiny by Course Consultants. Teachers prepare an end-of-course report for each student.
Flexibility of exam	Can be held at any time of the year on suitable premises.	There is no exam, there must be a minimum of 50 hours timetabled tuition guaranteed by the centre.
Time from registration to exam	One month's notice prior to taking the exam	No exam
Fees	Preliminary £14.00 Threshold £18.00 Intermediate £22.00 Special topic £10.00 Advanced £28.00	£80.00 Annual course registration fee. £10.00 for certification per student.
Links with Europe	-	-

LONDON CHAMBER OF COMMERCE AND INDUSTRY

Exam	11. Euroqualifications
Section 5	Parts separately endorsed for 1993
Languages	French, German, Spanish, English as a Foreign Language.
Aims	To provide candidates with certificated evidence that they have achieved a satisfactory level of proficiency in the required skills, in order to enhance their occupational mobility and flexibility.
Levels	Commercial Language Assistant Certificate European Executive Assistant Certificate Diploma in European Business Administration
Age	Primarily post-GCSE, but can be taken earlier.
Options	Yes, there are secretarial options (Part II): Shorthand, Audio-typing, Word-processing and Computer applications. There is an optional Telephone Test (in Part III). For the Diploma course there is an option in Liaison Interpreting.
Vocational element	The course is highly vocational.
Special features of exam	Euroqualifications were devised by the LCCI, the Brussels Chamber of Commerce, and the German Chambers of Industry and Commerce. This means that the course is geared strongly towards Europe's integrated future.
Assessment	Part I Commercial Correspondence (compulsory for all levels) Three written assignments based on business situations. Marks awarded for content, grammar, accuracy and style. Part II Secretarial Options (compulsory for CLAC and EEAC, Diploma students can choose this section). Task-based exams based on speed, accuracy and ability to demonstrate a number of functions. Part III Oral Examination (compulsory for all levels). CLAC students must achieve Threshold level in FLIC. EEAC students must achieve Intermediate level in FLIC. Diploma students must achieve Advanced level in FLIC. Part IV European Community Institutions (compulsory for EEAC and Diploma students). Assessment by written exam, plus a project compulsory for Diploma students. Part V Management Appreciation (only for Diploma students and then it is optional). Written exam. Previous qualifications in this subject may mean exemption.
Flexibility of exam	Six weeks' notice for on-demand examination.
Time from registration to exam	1-2 years delivery for language and practical skills.
Fees	Fees vary between modules. Example of minimum group entry: CLAC £37.00 EEAC £53.00 Diploma £70.00
Links with Europe	See 'Special features' section above

LANGUAGES DEVELOPMENT CENTRE
(S. Martin's College)

Exam	**12. Graded Test Scheme**
Section 5	Graded proficiency tests and Certificate in European Languages are endorsed until July 1994.
Languages	Dan, Dut, F, G, Sp, I, R, Gk, Guj, Mandarin, Chin, Panj, Port.
Aims	To provide an assessment scheme to test the basic linguistic skills and background information necessary for the learner to operate in a range of practical situations at up to three levels.
Levels	The first three levels are normally used by students prior to GCSE in years 7-9, but can be used as an alternative to GCSE in school or F.E. The written component is based on NEA GCSE written papers (with the written component they constitute the foundation stage and Stage'A' of the Open College; i.e. approx. G/NVQ II).
Age	Pre-16 and post-16
Options	N/A
Vocational Element	The use of language for practical, everyday situations (e.g. travelling, shopping, meetings, telephoning etc.) is tested.
Special Features of exam	These tests promote the communicative approach to language learning. They provide short term, achievable goals, building up confidence through success.
Assessment:	The passmark is 70% for Levels 1 and 2, and 60% for Level 3. Only speaking, listening and reading skills are tested. A minimum of a Level 2 in one language and Level 1 in two others lead to a Certificate in European Languages. The certificate states competencies on the back.
Flexibility of exam	The pupils take the tests when they are ready and the teacher is reasonably sure they will pass.
Time from registration to exam	See above
Fees	The entry fee is 90p per candidate, per test, for all languages and levels. Cost of Certificate in European Languages is 50p.
Links with Europe	-

LANGUAGES DEVELOPMENT CENTRE
(S. Martin's College)

Exam	13. Modern Language Skills for Work
Section 5	Preliminary Certificate is endorsed until July 1994
Languages	The syllabus can be taught and assessments conducted in ANY language.
Aims	To provide the learner with, and test, the basic linguistic, personal and social skills needed to deal with foreign visitors to Britain in a variety of work situations.
Levels	Ab initio to approx. NVQ Level I/II (survival - threshold)
Age	14+ and adults
Options	One, or more, of working in a shop/store, bar/restaurant, reception, tourist information, leisure industry, garage, transport, customer services, emergencies.
Vocational Element	This is purely vocational
Special Features of exam	This is a modular scheme which provides a complete pre-vocational certificated programme of work that can be integrated into a GCSE course or used as preparation for a further vocational course. The Scheme is supported by teaching materials and computer software and embraces many aspects of the National Curriculum. Assessment and modules can be adapted to local needs. Substantial support (materials, including '1992 Experience', and INSET) is available from S. Martin's College.
Assessment	Assessments are task-based and can be completed using non-verbal, as well as linguistic skills. Credit is given for social and personal skills. Formal assessment is by means of a practical assessment task after each module is completed. The teacher assesses the tasks and negotiates joint teacher/student statement. The Certificate is awarded for completing the compulsory core module on 'Initial contacts with foreign visitors', plus at least one other task based on an optional module. The certificate is more like a summative document.
Flexibility of exam	The scheme contains an internal profile that can be used instead of the certification scheme. Accompanying pack can be matched to needs. Assessments can be set in a place of work. Assessment is on demand when student is ready.
Time from registration to exam	Assessment on demand
Fees	75p (includes cost of certificate). (Scheme pack £51; each set of teaching materials pack £35).

THE OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD

Exam	**14. French/German/Spanish For Business Studies**
Section 5	Endorsed as 'AS'
Languages	French, German, Spanish. 1992 is the last year that French will be available for this exam. It will be replaced by GCE 'A' Level French For Professional Use (see over).
Aims	To develop confidence and proficiency in the use of contemporary French/German/Spanish. To provide learning contexts and language tasks directly relevant to social, cultural and professional demands which may be made on the learner's ability to speak, understand and write in the foreign language during his/her working life.
Levels	The course reaches a standard approximately half-way to 'A' Level.
Age	Post-16.
Options	Candidates can choose between a project or a contemporary references paper.
Vocational element	All tasks are related to applied language in the world of work. For example, receiving a foreign visitor, answering the phone, writing letters, listening to news broadcasts, summarising reports, and discussion of brochures.
Special features of exam	See 'Vocational element' above.
Assessment	Criterion-referenced; 25% coursework option; single holistic certificate.
Flexibility of exam	The sit-down exam is not flexible.
Time from registration to exam	Registration in February for exam in June.
Fees	£13.00 per candidate
Links with Europe	-

THE OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD

Exam	**15. GCE 'A' Level French For Professional Use**
Section 5	SEAC Approved
Languages	French
Aims	To develop confidence and proficiency in the use of contemporary French. To provide learning contexts and language tasks directly relevant to social, cultural and professional demands which may be made on the learner's ability to speak, understand and write French during his/her working life. To foster sympathetic understanding and informed awareness of the culture and society of France and French-speaking countries.
Levels	GCE 'A' Level grades A-N There are two levels of modules.
Age	Mainly post-16 but can be taken earlier.
Options	The course is modular-based, and candidates can choose how many they wish to take in one year (subject to conditions). There is a project to complete at each level and there is choice in the oral exam at Level Two.
Vocational element	Tasks are geared towards an office environment. They include reading and writing business letters, communication skills, translation of documents, research and conference skills.
Special features of exam	Modular course with a good degree of choice for individual candidates.
Assessment	Modules are assessed in terms of credit points which remain valid for three years after registration. The credit coefficient increases with the level of the module and with the grade gained in each module (Pass, Merit, Distinction). Assessment is by written or oral examination at the end of each period (usually September-May/June). To achieve an 'A' Level, it is necessary to pass all three Level One modules and one from Level Two. This is the minimum required for a grade 'N'. Higher grades will correspond to higher numbers of accumulated credits.
Flexibility of exam	For full certification, modules must be completed in three years or less. Candidates may not take Level One and Level Two modules in the same year. Written exams are not flexible. Oral exams must be taken within a stipulated three week period.
Time from registration to exam	Exams take place at the end of each period, September-May/June.
Fees	As yet undecided. There is likely to be a cost per module and a certification fee.
Links with Europe	-

PITMANS EXAMINATIONS INSTITUTE

Exam	16. Group Certificate in Elementary Languages and Business	17. Certificate in French/German/Spanish
Section 5	Endorsed for single subject exams.	Endorsed
Languages	Any, subject to PEI approval.	French, German, Spanish
Aims	To further language used in a business context; to learn another language to survival level.	To provide exams appropriate for candidates studying at school or college before entering employment and for those acquiring or updating skills in employment.
Levels	-	Elementary, Intermediate No NVQ equivalence.
Age	16-19 and adults, especially those on training schemes (YTS, ET).	16-19 and adults.
Options	Four option groups: Two in office skills Two in languages These may be taken and certificated separately.	-
Vocational element	Two office skills options: (a) Typewriting, word-processing (b) Office practice, spreadsheet processing	Commercial idiom.
Special features of exam	Modular approach. Exam available on demand.	On demand test and no oral exam means flexibility of administration.
Assessment	Criterion referenced. Centre assessed. Externally moderated. The Language for Business option is assignment based. There is a profiled award covering five skill areas. The 'survival language' is 50% continuous assessment and 50% summative test.	Criterion referenced. Externally marked and moderated. One final exam, one paper. Pass/fail (first class at intermediate level)
Flexibility of exam	Flexible on-demand exam.	Exam on demand
Time from registration to exam	As before	Requisitions for exam papers must be received three weeks before the date of the exam.
Fees	£25.00 for moderation of course material before use and £7.00 for moderation of a candidate's work.	£5.70 Elementary £7.00 Intermediate
Links with Europe	-	-

PITMAN EXAMINATIONS INSTITUTE

Exam	18. French as a Foreign Language	19. Text Production Skills
Section 5	Endorsed	Endorsed
Languages	French	English, French endorsed for use until 31st July 1993, German, Spanish from May 1992.
Aims	To provide students with certification of their ability to use French for general purposes regardless of their first language.	To test elementary keyboarding skills in a foreign language.
Levels	Levels 1 and 2 No NVQ equivalence	-
Age	16-19, and adults.	16-19, and adults.
Options	-	-
Vocational element	-	Keyboarding.
Special features of exam	On demand exam; instructions in French; communicative approach and authentic material used.	On demand exam.
Assessment	Criterion referenced. One final exam, one paper. Externally marked and moderated. Profiled result in each skill area tested.	Criterion referenced. One final exam, one paper. Externally marked and moderated: first class/pass/fail.
Flexibility of exam	Exam on demand	Exam on demand
Time from registration to exam	Flexible	Flexible
Fees	£7.00 Level 1 £7.00 Level 2	£4.20 per candidate.
Links with Europe	-	-

RSA EXAMINATIONS BOARD

Exam	20. Word Processing (Pilot)	21. Typewriting (Pilot)
Languages	French, German	French, German
Aims	Defines word processing competence as a totality of speed, accuracy and presentation skills. Aims to equate ability with employers' needs.	Defines typewriting competence as a totality of speed, accuracy and presentation skills. Aims to equate ability with employers' needs.
Levels	Stage I	Stage I
Age	Post-16	Post-16
Options	-	-
Vocational element	Word Processing	Typewriting
Special features of exam	Text in foreign language; instructions to word processor operator in English	Text in foreign language; instructions to typist in English.
Assessment	RSA assesses production rate, accuracy and presentation. Grade for each section: Distinction, Pass, Fail.	RSA assesses production rate, accuracy and presentation. Grade for each section: Distinction, Pass, Fail.
Flexibility of exam	There is an Easter Series and a Summer Series. Exams must be taken between certain dates.	There is an Easter Series and a Summer Series. Exams must be taken on certain dates.
Time from registration to exam	Course length determined by each centre.	Course length determined by each centre.
Fees	£7.40 per candidate.	£7.40 per candidate.
Links with Europe	-	-

RSA EXAMINATIONS BOARD

Exam	22. Certificate in Business Language Competence	23. General Communicative Language Exams
Section 5	Endorsed	-
Languages	French, German, Spanish, Italian (later there may be other languages)	German, French, Spanish, Italian. These exams will not be available after 1993.
Aims	To offer a flexible, unitised set of language exams to suit a number of general business and vocational purposes.	To test communicative competence in a range of practical contexts.
Levels	At present there is only the Basic level as an open pilot. Survival, Threshold, Operational and Advanced levels introduced in 1992.	RSA Stages I-III.
Age	Post-16 at the moment, but this may be extended later.	16+ students in further or adult education.
Options	Yes, elements may be taken separately.	Writing is an option at Stage II.
Vocational element	The core units include general skills, while the specialist units are directed towards particular industries.	-
Special features of exam	Each element can be entered separately.	A variety of tasks.
Assessment	For Basic level, assessment is available on demand at registered centres. For the other levels there is a competence-based end test.	Written exam and conversation graded from A-E. Certificate for grades A-C. Credit for gaining grades A-C in the writing option at Stage II.
Flexibility of exam	For Basic assessment, you need one month's notice of date.	Set times for exams. Time changes notified to RSA by centres.
Time from registration to exam	Any time	November-May
Fees	£6.00 per element.	£13.00 for Stage I £14.60 for Stage II £15.70 for Stage III
Links with Europe	-	-

RSA EXAMINATIONS BOARD

Exam	24. French for Catering Students	25. Languages for Commercial Purposes
Languages	French	French
Aims	To provide craft caterers and other catering students with a basic knowledge of culinary French.	To test business and commercial applications of language. This exam will not be available after 1993.
Levels	-	Tests are of a standard equivalent to stages II and III of the General Communicative Language Exams.
Age	Post-16 and adult	Post-16
Options	-	-
Vocational element	Catering	Commercial idiom
Special features of exam	Geared entirely to catering.	-
Assessment	RSA assesses reading and writing (65%), and listening (35%). Grades are Distinction, Pass, Fail.	There is a written test, a listening test, and an oral test assessed by the RSA. There is also a telephone test assessed jointly by the centre and RSA.
Flexibility of exam	Time of exam can be altered by three hours either side of the set time by notification in writing. This also applies to General Communicative Language and Languages for Commercial Purposes exams.	Written and listening tests are not flexible. More lee-way for oral and telephone tests.
Time from registration to exam	November-June	November-June
Fees	£11.20 per candidate.	£14.60 for Stage II £15.70 for Stage III
Links with Europe	-	-

SCOTTISH VOCATIONAL EDUCATIONAL COUNCIL

Exam	26. National Certificate
Section 5	-
Languages	All languages
Aims	National Certificate modules are designed and developed to accredit achievements which are significant to end-users, to state clearly the national standards for these achievements, to promote flexibility within programmes of vocational education and training, to allow the accumulation or transfer of credit for achievement, and to promote access to vocational qualifications (SVQs) by encouraging student-centred learning.
Levels	There are no defined levels within the National Certificate modular system, but provision is progressive and completion of modules allows candidates to move on to SCOTVEC's advanced level courses (HNC, HND), to courses in higher education, and to the advanced examinations of some professional and technician bodies and trade associations.
Age	14 years up to post-graduate level.
Options	Yes, the scheme is modular as is all further education in Scotland.
Vocational element	Language modules do have a vocational slant.
Special features of exam	Flexibility, relevance, marketability, cost-effectiveness.
Assessment	The scheme is continuously and internally assessed (750 centres), with external verifiers. The modules are competence-based with stated outcomes. Exams only exist at advanced course level and these are being phased out The modular achievements of all SCOTVEC candidates appear on the Council's Record of Education and Training.
Flexibility of exam	Totally - the term 'exam' is usually irrelevant.
Time from registration to exam	Variable course length
Fees	£2.95 per module plus an annually updated log-on fee, which at present is £2.00.
Links with Europe	There is an active exchange of students between Scotland and Continental Europe.

UNIVERSITY OF LONDON EXAMINATIONS AND ASSESSMENT COUNCIL

Exam	27. Graded Assessment in Modern Languages
Section 5	F, G, Sp are SEAC Approved; Urdu is endorsed.
Languages	French up to 1993 for GCSE Urdu up to 1993 German Spanish
Aims	To achieve GCSE by continuous assessment.
Levels	GCSE
Age	11-16, and post-16 if required.
Options	There are optional modules.
Vocational element	Modules offer 'work' contexts for language assessment.
Special features of exam	Gives students a clear and detailed profile of achievement backed by ULEAC Statements of Achievement at each GA (Graded Assessment) level. Facilitates internal recording and external reporting of achievement. GAML offers a criterion-referenced alternative to standard GCSE. Free training to staff new to GA.
Assessment	Grades awarded according to GA level attained. There are 8 levels and a ULEAC Statement of Achievement is issued for each level. GCSE equivalence is SEAC approved. Continuous assessment, but exam may be introduced later (1994-5). Tasks in modules function as criteria of competence.
Flexibility of exam	There is no exam, the course is totally flexible.
Time from registration to exam	Not applicable
Fees	1991-2, £2.90 per student per year.
Links with Europe	-

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Exam	**28. GCE 'A' Level in Modern Languages**
Section 5	SEAC Approved
Languages	F, G, Sp, I
Aims	- To develop a range of practical skills in the written and spoken languages which will enable students to understand and communicate in the world of work and leisure for a variety of purposes; - To foster an awareness and understanding of the cultural, social, commercial and political background of the countries in which the language is spoken.
Levels	'A' level (GVQ III)
Age	Post-16 (exceptionally, earlier)
Options	Students must study a minimum of two topics from a possible range of 13, including politics; media and communication; social problems; science and technology; industry/agriculture; environment; painting/art. Tourism, cinema (for Sp, F & I); Information Technology (for G until 1993).
Vocational Element	Implicit within options/special projects. Centres may negotiate additional options with Board for coursework.
Special Features of exam	(1) target language throughout assessment (2) students may use monolingual F.L. dictionaries (3) video-optional stimulus for some written assessment (4) students can control playback in listening comp. (5) special resource packs are available for most topic areas (@ £5 - £21.50) (6) training offered to assist with assessment of coursework.
Assessment	- 4 papers (1 per skill) - Breakdown: oral 30%; reading 25%; listening 20%; writing 25%. Oral normally conducted and externally assessed - the writing element can be by formal written paper or continously assessed (or mixture) by up to 6 coursework essays (500-700 words each) - Topics researched for written paper can be examined in Oral exam - Candidates can introduce support material on topics in Oral.
Flexibility of exam	Flexible choice of options Sit-down exam may be taken without course
Time from registration to exam	Candidates should be registered by 1 January in year of examination (longer for coursework option)
Fees	£38.50 per candidate (1992)
Links with Europe:	Project work could be carried out abroad.

Appendix I: Names and addresses of Examination Boards

1. AEB
Associated Examining Board
Stag Hill House
Guildford
Surrey GU2 5XJ
Tel: (0483) 506506

2. BTEC
Business and Technology Education Council
Central House
Upper Woburn Place
London WC1H 0HH
Tel: (071) 388 3288

3. City & Guilds
City and Guilds of London Institute
76 Portland Place
London W1N 4AA
Tel: (071) 278 2468

4. IoL
Institute of Linguists
24 Highbury Grove
London N5 2EA
Tel: (071) 359 7445

5. IBO
International Baccalaureate Organisation
Pascal Close
St. Mellons
Cardiff CF3 0YP
Tel: (0222) 770770

6. LCCI
London Chamber of Commerce and Industry
Marlowe House
Station Road
Sidcup
Kent DA15 7BJ
Tel: (081) 302 0261

7. Languages Development Centre
S. Martin's College
Lancaster LA1 3JD
Tel: (0524) 32423/63446

8. OCSEB
The Oxford and Cambridge School Examination Board
Elsfield Way
Oxford OX2 8EP
Tel: (0865) 54421

9. PEI
Pitman Examinations Institute
Cattleshell Manor
Godalming
Surrey GU7 1UU
Tel: (0483) 415311

10. RSA
The Royal Society of Arts Examinations Board
Progress House
Westwood Way
Coventry CV4 8HS
Tel: (0203) 470033

11. SCOTVEC
Scottish Vocational Educational Council
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: (041) 248 7900

12. SEG
Southern Examining Group
Secretariat & Central Administrative Office
Stag Hill House
Guildford GU2 5XJ
Tel: (0483) 503123

13. ULEAC
University of London Examinations and Assessment Council
Stewart House
32 Russell Square
London WC1B 5DN
Tel: (071) 753 0053

14. UODLE
University of Oxford Delegacy of Local Examinations
Ewert House
Ewert Place
Summertown
Oxford OX2 7BZ
Tel: (0865) 54291

Appendix II: Statistics on Modern Language Awards

Table A1 GCE 'A' level passes (Grades A-E) Summer 1990

Total 'A' level passes: 724,800 Total modern languages passes: 37,817

Subject	Number of passes	Percentage of total	Rank
French	23,066	61	1
German	8,242	21.8	2
Spanish	3,386	8.9	3
Italian	690	1.8	4
Urdu	486	1.3	5
Chinese	392	1	6
Russian	351	0.9	7
Japanese	230	0.6	8
Irish	229	0.6	9
Modern Greek	216	0.6	10
Panjabi	80	0.21	11
Portuguese	79	0.21	12
Turkish	73	0.19	13
Polish	72	0.19	14
Dutch	61	0.16	15
Modern Hebrew	50	0.13	16
Swedish	36	0.09	17
Hindi	22	0.06	18
Serbo-Croat	18	0.05	19
Norwegian	9	0.02	20
Bulgarian	8	0.02	21
Danish	8	0.02	22
Hungarian	5	0.01	23
Czech	4	0.01	24
Swahili	4	0.01	24

Table A2 GCE 'A' level passes (Grades A-E) Summer 1991

Total across all languages: 42,295

Subject	Number of passes	Percentage of total	Rank (by percentage)
French	26,349	62.3	1
German	9,152	21.6	2
Spanish	36,689	8.7	3
Italian	789	1.9	4
Urdu	548	1.3	5
Chinese	418	1	6
Russian	392	0.9	7
Irish	213	0.5	8
Modern Greek	184	0.4	9
Panjabi	113	0.3	10
Portuguese	108	0.3	11
Turkish	84	0.2	12
Polish	76	0.2	12
Dutch	39	0.09	14
Modern Hebrew	33	0.08	15
Swedish	31	0.07	16
Hindi	18	0.04	17
Serbo-Croat	15	0.03	18
Danish	14	0.03	18
Bulgarian	13	0.03	18
Norwegian	10	0.02	21
Swahili	4	0.01	22
Hungarian	3	0.01	22

Table A3 BTEC Diplomas with modern languages (1989-91)

F denotes BTEC First Diploma; N denotes BTEC National Diploma;
HN denotes BTEC Higher National Diploma

Language	Course	1989	1990	1991
French	F	47	81	259
	HN	1,084	1,457	1,988
	N	1,761	2,643	4,662
	Total	2,892	4,181	6,909
Spanish	F	27	40	97
	HN	540	710	806
	N	988	1,756	2,900
	Total	1,565	2,506	3,803
German	F	25	27	59
	HN	331	507	702
	N	446	739	1,776
	Total	802	1,273	2,537
Italian	HN	23	94	158
	N	51	164	184
	Total	74	258	342
Japanese	HN	10	8	14
	N	4	5	21
	Total	14	13	35
Urdu	F	0	0	4
	HN	9	15	4
	Total	9	15	8
Welsh	HN	4	11	9
	N	0	0	3
	Total	4	11	12
Greek	N	0	0	12
Russian	N	0	0	8
Gujurati	F	0	0	6
Arabic	HN	0	1	0
TOTAL		5,360	8,257	13,664

Table A4 Institute of Linguists 'ELIC' awards (1990-91)

PC denotes Preliminary Certificate GC denotes General Certificate
ID denotes Intermediate Diploma

Language	1990			1991		
	PC	GC	ID	PC	GC	ID
French	380	203	142	380	270	150
Spanish	334	253	48	323	116	79
German	313	131	73	267	134	76
Italian	231	74	0	134	42	12
Russian	92	12	3	36	11	0
Japanese	25	3	0	57	5	0
Greek	24	11	3	43	12	0
Portuguese	20	0	0	13	9	0
Swedish	9	8	1	15	9	0
Dutch	8	4	5	14	4	0
Chinese	5	4	0	3	1	0
Danish	0	0	0	0	8	0
Hindi	0	0	0	1	0	0
Panjabi	1	0	0	0	0	0
TOTALS	1,442	703	275	1,286	621	317

N.B. Does not include modules for advanced level or diploma because formal certification figures are not shown.

Table A5 'AS' Levels (Grades A-E) 1990
Total language 'AS' levels: 2180

Subject	Number of passes	Percentage of total	Rank
French	1483	68	1
German	458	21	2
Spanish	168	7.7	3
Italian	68	3.1	4
Russian	3	0.1	5

Table A6 'AS' Levels (Grades A-E) 1991
Total language 'AS' levels: 3230

Subject	Number of passes	Percentage of total	Rank
French	2118	65.6	1
German	746	23.1	2
Spanish	278	8.6	3
Italian	73	2.3	4
Russian	15	0.5	5

Table A7: LCCI examination passes (1989-90)

Subject		
French	1,457	2,182
German	952	1,255
Spanish	413	565
Italian	237	233
Greek	53	27
Russian	14	32
Japanese	5	8
Portuguese	7	5
Panjabi	12	0
Urdu	5	5
Gujurati	0	9
Dutch	4	5
Danish	3	1
Chinese	0	4
Arabic	0	1
Polish	1	0
Hindi	1	0
Totals	3,164	4,332

Table A8: LCCI 'FLAW' Passes 1989-91

Subject	1989	1990	1991
French	895	1,196	1,800
German	210	307	401
Italian	12	10	10
Spanish	64	43	103
TOTALS	1,181	1,556	2,314

Table A9: RSA modern language examination awards (1990-91)

Subject		Stage	1990	1991
General Communicate Language:				
	French	I	928	1,029
		II	405	533
		III	259	302
	German	I	806	881
		II	232	271
		III	124	84
	Spanish	I	947	1,000
		II	226	218
		III	98	67
	Italian	I	316	328
		II	112	112
		III	34	35
French for Catering students			583	366
Language for Commercial Purposes:				
	French	II	597	273
	French	III	10	341
Word Processing:				
	French	I	N/A	353
	German	I	N/A	82

Table A10: Pitmans Examinations Institute Awards (1990-91)

SINGLE SUBJECTS

Subject		1990	1991
French	Elementary	451	555
	Intermediary	86	130
German	Elementary	93	80
	Intermediary	5	12
Spanish	Elementary	202	147
	Intermediary	79	77
TPS French		Not Available	181
El and B		Not Available	52
FAFL	L.1	333	275
	L.2	136	162

Abbreviations

TPS = Text production skills, French

El+B = Elementary languages and business

FAFL = French as a foreign language

About this book

This guide provides an outline of 28 of the public foreign language examination schemes that are currently on offer from 14 examination bodies in the UK. Each examination has its own separately numbered entry (1 to 28) and is listed under the name of the examination board. Each entry has sections on the languages offered, the aims of the exam, levels of difficulty, age range, available options, vocational element, special features of the exam, type of assessment, registration details, fees, and links with Europe (if appropriate).

The Appendices provide further useful information: the addresses and telephone numbers of the examination boards and statistics on numbers of examination awards made in the past few years.

About the author

Stephen Hagen is the Curriculum Development Director for Modern Foreign Languages at the City Technology Colleges Trust.

Before joining the Trust, he was Head of the International Study Centre at Newcastle Polytechnic responsible for directing the international policy, including the development of European links and language projects. Prior to this, he was a lecturer in Modern Languages involved with teaching applied language and training language teachers; he has taught in Switzerland and Germany and carried out postgraduate work in the Soviet Union.

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